Term Information

Effective Term	Autumn 2025

General Information

Course Bulletin Listing/Subject Area	Pharmacy
Fiscal Unit/Academic Org	Pharmacy - D1800
College/Academic Group	Pharmacy
Level/Career	Undergraduate
Course Number/Catalog	3550
Course Title	Cosmetic Pharmaceuticals: Science and Beauty Beyond Skin Deep
Transcript Abbreviation	Cosmetic Pharma
Course Description	This class educates students about the cosmetic products and ingredients society uses daily. These cosmetic products directly affect the health and well-being of individuals and societies in various ways. The course analyzes pharmaceutical ingredients, consumer safety standards, compound development, industry marketing, and societal trends to deepen knowledge of beauty and self-care products.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings	

Subject/CIP Code

Subject/CIP Code	51.2010
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

Course Details

Course goals or learning objectives/outcomes	• Apply cosmetic science terminology toward effectively describing the structure, safety, stability, and function of cosmetic formulations.
	• Explain the evolution and cultural significance of cosmetics over time.
	• Evaluate the industry and regulatory standards that influence cosmetic product use and their impact on consumer health and well-being.
	• Investigate the impact of current trends and innovations in cosmetic science on consumer health and well-being.
Content Topic List	• cosmetic science
	• cosmetic product benefits and risks
	• basic product formulations
	• common ingredients and their effects
	• safety regulations
	• history of cosmetics
	• cultural and historical perspectives on beauty
	• the role of cosmetics in self-esteem and body image
	• the role of cosmetic science in regulation
	• the impact of influencer culture on cosmetics
	• OTC drug products and dietary supplements (risk vs benefit)
	• ethical and moral issues seen in the cosmetic industry
	• beauty markets, package design, and quality assurance and how they can influence consumers
	• consumer wellness and application to consumerism
	• current trends in cosmetic science and their impacts on health and well-being
Sought Concurrence	No

Attachments

• Cosmetic Pharmaceuticals Syllabus.docx: syllabus

(Syllabus. Owner: Bowman,Michael Robert)

• Cosmetic Pharmaceuticals GE Submission.docx: GE themes submission worksheet

(Other Supporting Documentation. Owner: Bowman,Michael Robert)

Comments

• approved by Undergraduate Studies Committee 12/13/24 *(by Bowman,Michael Robert on 01/31/2025 02:32 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowman,Michael Robert	01/31/2025 02:32 PM	Submitted for Approval
Approved	Mercerhill,Jessica Leigh	02/03/2025 07:50 AM	Unit Approval
Approved	Kwiek,Nicole Cartwright	02/03/2025 09:40 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/03/2025 09:40 AM	ASCCAO Approval

COSMETIC PHARMACEUTICALS: SCIENCE AND BEAUTY BEYOND SKIN DEEP SYLLABUS

[XXX 3550] [SEMESTER]

COLLEGE OF PHARMACY

Course Information

Instructor

- **Name:** Hannah Pangallo
- **Email:** Pangallo.4@osu.edu
- **Student hours:** Email Dr. Pangallo to schedule a meeting. All meetings will occur via a Zoom link provided by Dr. Pangallo.

Teaching Assistant

- **Name:** [NAME]
- **Email:** [EMAIL]

Class Details

- **Credit Hours:** 3
- **Mode of Delivery:** Distance Learning
- **Course times and location:** no required schedule meetings; all instruction occurs in Carmen each week
- **Preferred means of communication:**
  - My preferred method of communication for questions is email.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvasnotifications) to be sure you receive these messages.

Course description

This class is designed to educate students about the cosmetic products and ingredients, society use daily. These cosmetic products have a direct effect the health and well-being of individuals and societies in various ways. Taught by a pharmacist, trained in cosmetic sciences and a health professional, the course analyzes

pharmaceutical ingredients, consumer safety standards, compound development, industry marketing, and societal trends to deepen knowledge of beauty and self-care products.

Prerequisites

None

Learning Outcomes

By the end of this course, students should successfully be able to:

1. Apply cosmetic science terminology toward effectively describing the structure, safety, stability, and function of cosmetic formulations.

    a. Define terms that characterize the cosmetic science industry, including terms that describe how cosmetic formulations enter and leave the body.

    b. Interpret basic cosmetic formulations, describing the role of each ingredient in product efficacy and safety.

    c. Discuss how cosmetic product formulation and administration may impact consumer health and well-being.

2. Explain the evolution and cultural significance of cosmetics over time.
    a. Recognize the historical development of cosmetic products and appreciate their cultural impact across different societies.
    b. Discuss the relationship of body standards and cosmetics, including its impact on the perception of health and well-being over the years.

3. Evaluate the industry and regulatory standards that influence cosmetic product use and their impact on consumer health and well-being.

    a. Identify the regulations governing the use, production, and marketing of cosmetic products.

    b. Examine the ethical and moral issues commonly seen in scientific research of cosmetic manufacturing and development.

    c. Analyze how marketing strategies and product packaging design influences cosmetic product use.

4. Investigate the impact of current trends and innovations in cosmetic science on consumer health and well-being.

    a. Explore multiple careers in the field of cosmetic science to provide a professional perspective.

    b. Discuss the proper use of cosmetics and address potential adverse effects to ensure effective and safe consumer health and well-being.

General Education Expected Learning Outcomes

GE Health and Well-being Theme

As part of the Health and Well-being Theme category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goal 1: Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.

1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

This course seeks to fulfill its objectives and learning outcomes by immersing students in critical and logistical thinking about cosmetic science and the concept of health and well-being through discussions, quizzes, activities, and a final project. These assessments will involve students in an advanced, in-depth scholarly exploration of health and well-being. Creatively designed, these assessments will offer students a comprehensive understanding of cosmetic science and the skills necessary to promote health and well-being. Students will acquire a multifaceted perspective on the material, enhancing their holistic knowledge of the course content. Engagement in critical and logistical thinking will be fostered in various ways related to health and well-being.

Goal 2: Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.

2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

This course aims to meet its goals and learning outcomes through assessments, projects, and group work. Throughout various assignments, students will identify, describe, and synthesize approaches or experiences related to health and well-being in activities such as discussions, quizzes, activities, and a final project. The course content will showcase a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts through discussions with peers and the instructor via discussion board assignments. assistant This course is designed to achieve its goals and learning outcomes through a variety of assessments and projects. Throughout these assignments, students will identify, describe, and synthesize approaches or experiences as they apply to health and well-being. This will be accomplished through activities such as discussions, quizzes, activities, and a final project.

Goal 3: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being (e.g. physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

This course is designed to meet its goals and learning objectives by guiding students to explore and analyze health and well-being from various perspectives, including scientific, cultural, and personal viewpoints. Through assessments such as discussions, quizzes, activities, and a final project, students will be challenged to identify, reflect on, and apply strategies for promoting health and well-being. The course provides practical knowledge of cosmetic science and real-world case studies, enabling students to effectively interpret health information to support their own needs or those of others. Additionally, this course focuses on helping students analyze health and well-being on physical, career, and creative levels.

Course design

How This Online Course Works

- **Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time
- **Pace of online activities:** This course is divided into **modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.
- **Credit hours and work expectations:** This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](go.osu.edu/credit hours) (go.osu.edu/credit hours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average. This equates to **9 hours per week** that is expected for each student to spend in this course.

Weekly Routine

Each Week will involve

- **Opening:** Each week, the upcoming week's information, lectures, and assignments will be made available on the Friday prior to the start of the week. This allows students to preview and prepare for the upcoming content.
- **Materials:** Every week, students will have access to a variety of materials, including lecture content, external resources, and at least one assignment. These materials are designed to support students in achieving the course learning outcomes.
- **Lecture Content:** Students will engage with weekly lectures created by the course instructors. These lectures will cover a range of topics and are intended to guide and support students in successfully completing the module assignments. The lectures will

be interactive, encouraging students to actively participate and apply the concepts discussed.

- **Assignments:** Each module will include at least one activity, a quiz, and a discussion board post, all due by the end of the module. These assignments are designed to assess students' understanding of the material and provide opportunities for them to demonstrate their knowledge and skills.

Course materials and technology

Required materials

- All materials needed through this course will be provided through Canvas in the course's Carmen page.

Required equipment

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access this course in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass – Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology skills needed for this course

- Basic computer and web-browsing skills

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

Grading and faculty response

Grades

Your final grade will be determined by your performance on the following assessments. Consult Carmen and the Course Calendar for all assessment instructions and due dates. Weekly quizzes and quiz-based portions of the case studies will be auto-graded through Carmen. Activities and discussion boards will be graded through a rubric. The appropriate rubric accompanies each assignment on Carmen.

Any rebuts to grades earned must be brought to the attention of the instructor no later than one week after receiving the grade.

Types of Assessments	Points
Module Quizzes (10 points each)	**60 points (~21.8 %)**
Module Discussions (10 points each)	**60 points (~21.8 %)**
Module Activities (10 points each)	**70 points (~25.4 %)**
Pre-Course Assessment (10 points)	**10 points (~3.6 %)**
Post-Course Assessment (10 points)	**10 points (~3.6 %)**
Final Project	**65 points (~23.6 %)**
Final Project Check in #1	5 points
Final Project Check in #2	5 points
Final Project Check in #3	5 points
Final Project	50 points
Total	**275 points**

***Points may be updated upon instructor discretion**

DESCRIPTIONS OF MAJOR COURSE ASSIGNMENTS

Module Quizzes

Module Quizzes will be at the end of each Module as a weekly assignment to apply knowledge of cosmetic science topics. They will be due by the Sunday of the week's content. Module quizzes will cover vocabulary and other low-level application. Students will identify areas in need to revisit before the next module's assignments. At least one quiz question will also be

used as self-reflection exercise, to allowing students to reflect on the module, its assignments, and the connection to health and well-being.

Module Discussions

Module Discussion will be at the end of each Module as a weekly assignment. Initial posts will be due by Wednesday and peer responses will be due by Friday of the week's content. Module discussions will require students to analyze and interpret prompts that support students achieving the course learning outcomes. Topics will identify many areas of cosmetic sciences including cultural or scientific literature, as it relates to the course content. Scientific literature will be analyzed and reflected upon to achieve learning outcomes through module assignments. They will apply the knowledge of the literature to answer discussion board prompts.

Module Activities

Module Activities will be integrated into the module content and may include quizzes, discussions, and file uploads. These activities are due by Friday each week. They will require students to provide a summative response or idea related to a larger class topic. The activities will enable students to apply scientific knowledge and explore new areas of cosmetic science. Examples include examining a video response, interpreting a podcast conversation, or creating infographics. Each activity will be separated into two sections: 1) Active Learning and 2) Scholarly Readings/Connections and Self-Reflection. The active learning portion will engage students directly with the material, while the scholarly readings/connections and self-reflection section will demonstrate critical thinking and relate the topic to health and well-being. By dividing the activities into these two sections, students can engage with course topics from multiple perspectives and reflect on these experiences, helping to connect their learning with their personal lives.

Final Project

Throughout this course, students will engage in a comprehensive final project designed to integrate and apply the knowledge gained during the semester. The project will involve defining a cosmetic product, analyzing its ingredients, designing packaging, and developing a marketing strategy. To ensure steady progress, there will be three checkpoints where students will submit portions of their project for feedback. At the end of the semester, students will submit their complete project for grading. Additionally, students will write a reflective response connecting their product to health and well-being issues, and they will participate in peer reviews to provide constructive feedback on their classmates' projects. This project aims to foster a deep understanding of course content and its real-world applications, while also encouraging critical thinking and collaboration.

1. Checkpoints for the Final Project

The final project will consist of three checkpoints and a final submission. These checkpoints are designed to ensure students stay on track throughout the semester:

- **Checkpoint #1**: Students will define a cosmetic product they wish to bring to market and discuss their reasons for choosing it. They will also identify and analyze the ingredients needed to create the product.
- **Checkpoint #2**: Students will explore and design the product packaging using tools such as Canva, Adobe, etc.
- **Checkpoint #3**: Students will develop a marketing strategy to showcase their new cosmetic product.

2. Final Project Submission

At the end of the course, students will submit their final project, which will include all the components developed during the checkpoints. This project will demonstrate their understanding and application of the course content, including:

- The defined cosmetic product and its ingredients.
- The designed product packaging.
- The marketing strategy.

3. Reflective Response

In addition to the final project, students will provide a self-reflective response connecting their product to health and well-being. This reflection will cover several key components:

- **Addressing Health and Well-being Issues**: Students will analyze how their product addresses various challenges affecting individual or societal health and well-being, such as mental health, physical health, environmental impact, or social determinants of health.
- **Course Preparation**: Students will reflect on how the course has equipped them with the skills and knowledge to evaluate products critically, considering aspects such as safety, efficacy, ethical considerations, and consumer awareness.
- **Proposing Solutions**: Students will brainstorm and propose ideas on how to further address the identified health and well-being issues at a societal level, suggesting policy changes, community initiatives, educational programs, or innovations in product design and marketing.

4. Peer Project Responses

Students will also engage with their peers' projects by providing constructive feedback. This will involve:

- Reviewing their peers' final projects.
- Offering thoughtful and respectful critiques.
- Discussing potential improvements and additional ideas.

By participating in this peer review process, students will enhance their collaborative skills and deepen their understanding of the course material.

Assignment Expectations

Written assignments

Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the citation style of your choice to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

Reusing past work

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Falsifying research or results

All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was**.**

Collaboration and informal peer-review

The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Late assignments

- Quizzes: For each day late, 10% of the quiz grade will be deducted. After 7 days, the quiz will receive a 0%.
- Module Discussions:
  - Initial Posts: For each day late, 10% of the discussion response grade will be deducted. After 7 days, the discussion response will receive a 0%.
  - Peer Response: For one day late, 10% of the peer response grade will be deducted. After 1 day, the peer response will receive a 0%.

  Failure to act respectfully and professionally according to the guidelines outlined in the "Attendance, Participation, and Discussions" section will result in consequence deemed fit by the instructor.

- Activities: For each day late, 10% of the activity grade will be deducted. After 7 days, the quiz will receive a 0%.
- Final Project checkpoints: For each day late, 10% of the checkpoint grade will be deducted. After 7 days, the quiz will receive a 0%.

- <u>Final Project:</u> No late assignments accepted unless previously approved by course instructor.

Instructor feedback and response time

Grading and feedback

For all assignments, you can generally expect feedback within **7-10 days**. Feedback may appear in a written, audio, or video format.

E-mail

I will reply to e-mails within **24 hours on weekdays** and within **48 hours on the weekend**.

Grading scale

93–100: A	87–89.9: B+	77–79.9: C+	60 –66.9: D
90–92.9: A-	83–86.9: B	73–76.9: C	67 –69.9: D+
	80–82.9: B-	70 –72.9: C-	Below 60: E

Other Course Policies

Discussion and Communications Guidelines

[Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

  Zoom sessions with instructor: During our optional office hours via zoom, I ask you to use your real name and a clear photo of your face in your Carmen profile. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds).

Instructor and Student Expectations

It is expected that all students and faculty involved in this course will conduct themselves in an appropriate, professional manner through their communication, attitude, and treatment of others.

For instructors

This includes but is not limited to: holding students accountable for pre-class work, arriving to class on time, modelling professional behavior, abiding by the Honor System, being very explicit about whether assigned student work is to be individual or team-based, being timely in posting course materials for CarmenCanvas, encouraging students to think independently, practice self-learning techniques and be responsible for their progress in each course, and enforcing the expectations.

For students

This includes but is not limited to: being actively engaging in the teaching/learning process, being prepared to participate in class discussions and activities (this includes doing the pre-class work), abiding by the Honor System, integrating self-study and collaboration with classmates into your work habits, providing feedback in a constructive and professional manner, respecting the rights, feelings and confidentiality of all students, faculty and patients participating in the course, and refraining from disruptive behaviors during all class sessions. While differing points of view are encouraged and expected in this course, it is also expected that these points of view will be expressed in a respectful and professional manner. Confrontational or discriminatory behavior will not be tolerated.

Academic Integrity Policy

See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

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Your assignments should reflect your own original work. For any assignment formatted as a discussion, submission of an obvious incomplete post (e.g. submission of a word, blank space, or punctuation mark only) to open the thread, followed by submission of your own post, will result in a zero on the assignment and an inquiry into possible academic misconduct. Below are additional expectations of the XX3050 teaching team related to academic integrity. If an instructor suspects a student completed a course assignment that did not align with these expectations, it will be handled as a case of academic misconduct.

Academic Integrity Expectation	Any Graded Assignment
Collaborating or taking quizzes with others	Not allowed
Copying or reusing previous work	Not allowed
Open-book research during completion of the assignment	Allowed
Artificial Intelligence (AI) – idea generation and providing feedback on student-generated responses	Allowed
Artificial Intelligence – submitting an exact output or editing a single response	Not allowed

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,

Call 614-247-5838 or TTY 614-688-8605,

Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

College of Pharmacy specific resources

Any College of Pharmacy student may contact Dr. Levstek directly via email (levstek.4@osu.edu), and he will offer you an initial counseling session via Zoom to initiate services. During this meeting he will address your current concerns and mental health needs, in addition to collecting background information and assessing your history of concerns. He will also discuss future treatment options with you, and can connect you with other resources as well, where appropriate. If any students have questions or concerns, please email Dr. Levstek directly.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

- The College of Pharmacy uses Echo360 for lecture capture and hosting of recorded lecture content. Echo360 generates transcripts for recorded lecture content through automated speech recognition. If you experience difficulties with these autogenerated transcripts, please contact your instructor at Pangallo.4

- If you encounter an issue with access to this tool, please contact your instructor at Pangallo.4 the COP digital accessibility team at cop-digitalaccessibility@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.

Course schedule (tentative)

The schedule below identifies course topics, assessments, and learning resources to complete all module activities. For all scholarly readings identified as learning resources, these readings are embedded within the module discussion. Thus, each discussion will list the most current readings and provide access to that resource. The discussion prompts will assess your understanding of each required reading.

Modules	Weeks	Topics	Assessments (see Course Calendar)
Module 1: Course Introduction/Terminology	**Week 1:** DATE	Introduction to the course and your instructor Cosmetic Science and how it impacts your life Important terminology	**Pre-course assessment** **Discussion Board #1** **Activity #1**
	Learning Resources: "An Overview of Cosmetic Science." International Journal of Trend in Scientific Research and Development, ijtsrd.com. An Overview of Cosmetic Science (ijtsrd.com) McLeod, Ron. Chemist's Corner. YouTube. Chemist's Corner (Ron McLeod) - YouTube Lab Muffin Beauty Science | The Science of Beauty, Explained Simply, labmuffin.com. Lab Muffin Beauty Science | The science of beauty, explained simply		
	Week 2: DATE	Cosmetic product benefits and potential risks	**Discussion Board #2** **Quiz #1**
	Learning Resources: Beginner Book V7 - SAMPLE. personalcarescience.com.au. Beginner book V7 - SAMPLE..pdf (personalcarescience.com.au) "Skin Science: Top 10 Most-Read Stories on Cosmetics Science and Research of 2021." Cosmetics Design Asia, cosmeticsdesign-asia.com. Skin science: Top 10 most-read stories on cosmetics science and research of 2021 (cosmeticsdesign-asia.com)		

	Natrue. (2024, June 3). Natural cosmetics: Trends and requirements for a sustainable future. NATRUE. https://natrue.org/natural-cosmetics-trends-and-requirements-for-a-sustainable-future/ Choi, H. Y., Lee, Y. J., Kim, C. M., & Lee, Y.-M. (2024, September 12). Revolutionizing cosmetic ingredients: Harnessing the power of antioxidants, probiotics, plant extracts, and peptides in personal and skin care products. MDPI. https://www.mdpi.com/2079-9284/11/5/157		
Module 2: Basic Biology and Pharmacokinetics	**Week 3:** **DATE**	Types of administration ADME	**Activity #2**
	Learning Resources: ADME and toxicology. MoDRN. (n.d.). https://modrn.yale.edu/education/undergraduate-curriculum/modrn-u-modules/adme-and-toxicology "What is ADME | Absorption, Distribution, Metabolism, Elimination." PTCB Test Prep, ptcbtestprep.com. What is ADME | Absorption, Distribution, Metabolism, Elimination (ptcbtestprep.com) "Pharmacokinetics: How Drugs Move Through the Body." YouTube, youtube.com. Pharmacokinetics: How Drugs Move Through the Body (youtube.com)		
	Week 4: **DATE**	Basic product formulations Common ingredients and their effects Safety regulations	**Discussion #3** **Quiz #2**
	Learning Resources: Bryce, Emma. "The Science of Skin." TED-Ed, ed.ted.com/lessons/the-science-of-skin-emma-bryce. https://ed.ted.com/lessons/the-science-of-skin-emma-bryce "The Integumentary System, Part 1 - Skin Deep: Crash Course Anatomy & Physiology #6." YouTube, youtube.com. The Integumentary System, Part 1 - Skin Deep: Crash Course Anatomy & Physiology #6 Grogan, S. (2023, July 30). Pharmacokinetics. StatPearls [Internet]. https://www.ncbi.nlm.nih.gov/books/NBK557744/ Lee, Y.-J., Kim, H.-Y., Pham, Q.-L., Lee, J.-D., & Kim, K.-B. (2022, June 16). Pharmacokinetics and the dermal absorption of bromochlorophene, a		

cosmetic preservative ingredient, in rats. MDPI.
https://www.mdpi.com/2305-6304/10/6/329

Absorption distribution metabolism excretion. Absorption Distribution Metabolism Excretion - an overview | ScienceDirect Topics. (n.d.).
https://www.sciencedirect.com/topics/medicine-and-dentistry/absorption-distribution-metabolism-excretion

Module 3: Evolution and Cultural Significance	Week 5: DATE	History of cosmetics Cultural and historical perspectives on beauty	Activity #3
	Learning Resources: "The Journal of Cosmetic Dermatology." Wiley Online Library, onlinelibrary.wiley.com/doi/10.1111/jocd.12146. https://onlinelibrary.wiley.com/doi/10.1111/jocd.12146 "Video Preview." JW Player, cdn.jwplayer.com/previews/PvSwxDYf. https://cdn.jwplayer.com/previews/PvSwxDYf "Pharmacokinetics: How Drugs Move Through the Body." YouTube, youtube.com/watch?v=g08-_NExOX0. https://youtu.be/g08-_NExOX0		
	Week 6: DATE	The role of cosmetics in self-esteem and body image	Discussion Board #4 Quiz #3
	Learning Resources: Park, Y. W., & Hong, P. (1970, January 1). Timeless elegance: Tracing the dynamic evolution of cosmetics through history. SpringerLink. https://link.springer.com/chapter/10.1007/978-981-97-3674-4_1 "The Power of Makeup: Its Influence on Society and Self-expression." Beap Fashion. The Power of Makeup: Its Influence on Society and Self-expression	Beap Fashion "The Artistry of Makeup: A Journey Through History, Culture, and Color." Wanderlust Magazine, wanderlust-magazine.com. The Artistry of Makeup: A Journey Through History, Culture, and Color - Wanderlust Magazine (wanderlust-magazine.com)		

Module 4 (PART 1): Manufacturing, Regulation, and Research of the Cosmetic Industry	Week 7: DATE	The Role of Cosmetic Science in regulatory and how it can impact consumers	Activity #4 Final Project Check-in #1
	Learning Resources: Wirtu, Yohannes Desalegn. "A Review of Environmental and Health Effects of Synthetic Cosmetics." Frontiers in Environmental Science, 21 Oct. 2024, frontiersin.org/articles/10.3389/fenvs.2024.1402893/full. Frontiers | A review of environmental and health effects of synthetic cosmetics "The Beast of Beauty: Environmental and Health Concerns of Toxic Components in Cosmetics." The Beast of Beauty: Environmental and Health Concerns of Toxic Components in Cosmetics "Understanding FDA Cosmetic Regulations for the Cosmetics Industry." Precision Stability Storage, precisionstabilitystorage.com/understanding-fda-cosmetic-regulations/. Understanding FDA Cosmetic Regulations for the Cosmetics Industry - Precision Stability Storage		
	Week 8: DATE	The Impact of Influencer Culture on Cosmetics	Activity #5
	Learning Resources: Powell, J., & Pring, T. (2024). The impact of social media influencers on health outcomes: Systematic review. *Social Science & Medicine*, 340, 1–10. doi:10.1016/j.socscimed.2023.116472 Kaňková, J., Binder, A., & Matthes, J. (2024). Helpful or harmful? Navigating the impact of social media influencers' health advice: insights from health expert content creators. *BMC Public Health*, 24, Article number: 3511. doi:10.1186/s12889-024-21095-3 "Clean Beauty and Sustainability: How Brands are Making a Difference." The Green Beauty Community, 16 Apr. 2024, greenbeautycommunity.com/2024/04/clean-beauty-and-sustainability/.Clean Beauty and Sustainability: How Brands are Making a Difference | The Green Beauty Community		
	Week 9: DATE	OTC drug products and dietary supplements (risk vs benefit)	Quiz #4 Discussion Board #5

			Final Project Check-in #2

Learning Resources:

AlRadini, F., El-Sheikh, A., Bin Jamaan, N., Hushan, H., Binhuwaimel, W., Alhedaithy, F., & Alanzi, S. (2021). Prevalence of Over-the-Counter Cosmeceutical Usage and the Impact of a Health Education Intervention in Female Saudi University Students. *Clinical, Cosmetic and Investigational Dermatology*, 14, 1867-1877. doi:10.2147/CCID.S349440

Frost, R., Mathew, S., Thomas, V., Uddin, S., Salame, A., Vial, C., Cohen, T., Bhamra, S. K., Bazo Alvarez, J. C., Bhanu, C., Heinrich, M., & Walters, K. (2024). A scoping review of over-the-counter products for depression, anxiety, and insomnia in older people. *BMC Complementary Medicine and Therapies*, 24, Article number: 275. doi:10.1186/s12906-024-04585-0

Agbabiaka, T. B., Spencer, N. H., & Khanom, S. (2017). Herbal remedies, over-the-counter drugs, and dietary supplements: A scoping review. *Journal of Complementary and Integrative Medicine*, 14(4). doi:10.1515/jcim-2017-0035

Module 4 (PART 2): Manufacturing, Regulation, and Research of the Cosmetic Industry	**Week 10:** DATE	Ethical and moral issues seen in the cosmetic industry Beauty markets, package design, and quality assurance and how they can influence consumers	**Activity #6**

Learning Resources:

Cosmetic Procedures Guide to the Report. Cosmetic-procedures-guide-to-the-report.pdf

Wang, Yue, et al. "The Ethical Issues of Animal Testing in Cosmetics Industry." Humanities and Social Sciences, vol. 8, no. 4, 2020, pp. 112-116, Science Publishing Group, sciencepublishinggroup.com/journal/paperinfo?journalid=208&doi=10.11648/j.hss.20200804.12. The Ethical Issues of Animal Testing in Cosmetics Industry, Humanities and Social Sciences, Science Publishing Group

Alnuqaydan, A. M. (2024). The Dark Side of Beauty: An In-Depth Analysis of the Health Hazards and Toxicological Impact of Synthetic Cosmetics

		and Personal Care Products. *Frontiers in Public Health*, 12, 1439027. doi:10.3389/fpubh.2024.1439027	
	Week 11: DATE	Consumer wellness and application to consumerism	**Discussion Board #6** **Quiz #5**
	Learning Resources: Pappas, S. (2021). The goods on consumer behavior. *Monitor on Psychology*, 52(4). Retrieved from American Psychological Association Tikhaze, D., & Kurilova, A. (2020). Consumerism and implications for good health and well-being. In *Encyclopedia of the UN Sustainable Development Goals*. Springer. doi:10.1007/978-3-319-69627-0_122-1		
Module 5: Analyze Trends and Innovations	**Week 12:** DATE	Current trends in cosmetic science and their impacts on health and well-being	**Activity #7** **Final Project Check-in #3**
	Learning Resources: of-work-report/.Future of Work Report 2025 | StartUs Insights Han, Ju Hee, and Hei Sung Kim. "Skin Deep: The Potential of Microbiome Cosmetics." Journal of Microbiology, vol. 62, 2024, pp. 181-199, link.springer.com/article/10.1007/s12275-024-00128-x. Skin Deep: The Potential of Microbiome Cosmetics | Journal of Microbiology "Evolving Beauty: The Rise of Sustainable Cosmetics." CAS, 24 May 2024, cas.org/ko/resources/cas-insights/the-rise-of-natural-ingredients-for-cosmetics. Evolving beauty: The rise of sustainable cosmetics | CAS		
	Week 13: DATE	Current trends in cosmetic science and their impacts on health and well-being	**Discussion #7** **Quiz #6**
	Learning Resources: Kim, M. S., An, J., & Lee, K. J. (2024). Clinical Validation of Face-Fit Surface-Lighting Micro Light-Emitting Diode Mask for Skin Anti-Aging Treatment. *Advanced Materials*. doi:10.1002/adma.202411651 Vind, A. C., & Bekker-Jensen, S. (2024). The Ribotoxic Stress Response Drives Acute Inflammation, Cell Death, and Epidermal Thickening in UV-Irradiated Skin. *Molecular Cell*. doi:10.1016/j.molcel.2024.10.044		

| | Week 14:

DATE | Current trends in cosmetic science and their impacts on health and well-being | **Post Final Project**

Peer review final projects

Post-course assessment |
|---|---|---|---|
| | Learning Resources:

Gildea, L., & Krutmann, J. (2023). The Protective Effects of an Antioxidant Blend Against Pollution-Induced Skin Aging. *International Journal of Cosmetic Science*. doi:10.1111/ics.12789

Song, E., & Hwang, J. (2023). Antioxidant and Anti-Inflammatory Properties of Cocklebur Fruit Extracts for Skin Protection and Anti-Aging. *Journal of Biochemistry and Molecular Biology*. doi:10.1096/jbmb.2023.102441 | | |

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes <u>and</u> those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This class aligns perfectly with the focal theme as it is designed to educate students about the cosmetic products and ingredients used daily in society. These products have a direct effect on the health and well-being of individuals and communities in various ways. Taught by a pharmacist trained in cosmetic sciences and a health professional, the course ensures safety and provides deeper knowledge of cosmetic science. The course covers a variety of content related to cosmetic science, health, well-being, and the pharmaceutical industry. For example, it includes the importance of developing healthcare products that protect the skin, such as sunscreens, moisturizers, and anti-aging creams. Sunscreens help prevent skin cancer by protecting against harmful UV rays, while moisturizers can prevent and treat conditions like eczema and dry skin. These are just some of the topics incorporated into the course. Additionally, there are many other relevant topics that can be included, ensuring a comprehensive understanding of cosmetic products. The topics covered will enable students to deepen their understanding of cosmetic products for their personal benefit through various assignments, including discussions, quizzes, and projects

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	To engage in critical and logical thinking about health and well-being, students will participate in a variety of activities that challenge their analytical skills. Discussions will prompt students to critically evaluate different aspects of cosmetic science and its impact on health and well-being. Quizzes will test their understanding and ability to apply logical reasoning to solve problems related to the course material. Activities will require students to think critically about real-world scenarios, encouraging them to develop well-reasoned arguments and solutions. **Discussion boards:** Students will engage in online discussions related to scholarly readings, lectures, etc. that intertwine cosmetic science and health and well-being. Topics will include (but not limited to) terminology, basic pharmacology/biology, product formulation, and analysis of cosmetic trends. These discussions will foster conversation between students who will reply to peers with insightful thoughts and engage with content expert. **Activities**: Supplementation of content will be achieved through various activities and allow students to engage in content through a creative pathway. Activities will create connections between learning outcomes, foster discussions, challenge students to analyze course content and apply it to their own daily life. **Example Discussion Board:** **Critical Analysis of Drug Absorption, Distribution, Metabolism, and Elimination** This week, we will focus on the learning outcome: **"Learn how the body**

absorbs, distributes, metabolizes, and eliminates drugs." Let's dive deeper into these processes and critically analyze their implications in cosmetic science.

Discussion Prompt:

1. **Understanding the Processes:**
   - o Choose a cosmetic ingredient (e.g., salicylic acid, niacinamide) and describe how it undergoes the four key processes: absorption, distribution, metabolism, and elimination (ADME).
2. **Critical Analysis:**
   - o Discuss how variations in these processes can affect the efficacy and safety of cosmetic products. Consider factors such as age, skin type, genetic differences, and environmental influences. Use this article for reference: [Pharmacokinetics: Drug absorption, distribution, metabolism, and excretion (ADME)](#)
3. **Fostering Discussion:**
   - o Pose a question to your classmates that encourages them to think critically about ADME processes. For example, "How might the metabolism of a cosmetic ingredient differ in someone with a specific skin condition, such as eczema?"
   - o Respond to at least two of your classmates' posts with thoughtful comments, additional questions, or alternative perspectives.

Guidelines:
- Your initial post should be at least 250 words.
- Use credible sources to support your points and cite them appropriately.
- Engage respectfully and constructively with your classmates' posts.

Questions to Consider:
- How do individual differences (e.g., genetics, lifestyle) impact the ADME processes of cosmetic ingredients?
- What role do formulation and delivery methods play in optimizing the ADME of cosmetic products?
- How can understanding ADME processes help in developing safer and more effective cosmetic products?

Looking forward to your insightful analyses and engaging discussions!

Example Activity:

Creative Media Assignment on Cosmetic Product Design

Objective: Students will explore and demonstrate their understanding of cosmetic product design and its influence by creating a media project. They can choose from several formats to express their insights creatively.

Instructions:

1. **Choose Your Media Format:**
   - ▪ **Video Presentation:** Create a 2–3-minute video discussing the design of a cosmetic product. This could include an analysis of packaging, branding, and user experience. Use visuals and examples to support your points.
   - ▪ **Blog Post:** Write a detailed blog post (500-700 words) that explores the importance of product design in

cosmetics. Include images, infographics, or diagrams to enhance your post.

2. **Content Requirements:**
   - **Analysis:** Provide a thorough analysis of the chosen product's design. Discuss how the design influences consumer behavior and brand perception.
   - **Creativity:** Use your chosen media format to creatively present your findings. Ensure your project is engaging and visually appealing.
3. **Submission Guidelines:**
   - **Video/Podcast:** Upload your file to a platform like YouTube or SoundCloud and share the link.
   - **Blog Post:** Submit your post as a document or share a link if you publish it on a blog platform.
4. **Evaluation Criteria:**
   - **Content Quality:** Depth of analysis, accuracy of information, and use of credible sources.
   - **Creativity:** Originality and creativity in presenting the information.
   - **Presentation:** Clarity, organization, and visual appeal of the media project.
   - **Engagement:** Ability to engage and inform the audience effectively.

Questions to Consider:
- How does the design of a cosmetic product impact its market success?
- What are some innovative design trends in the cosmetic industry?
- How can understanding product design principles help in creating more appealing and effective cosmetic products?

Looking forward to seeing your creative projects and learning from your insights!

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students will engage in an advanced, in-depth, scholarly exploration of the topics and ideas within this theme through various lectures, online discussions, activities, and projects. Instead of relying on a specific textbook, students will analyze scholarly articles and journals from the beauty and cosmetic industry or pharmaceutical research throughout the course. This approach will enable students to connect lecture materials to scholarly articles, fostering the development of individual opinions. Discussion board responses will be directly related to these scholarly articles, enhancing the depth of their engagement. Lectures will be provided in an online format, allowing students to connect ideas and learnings in diverse ways. Completion of module quizzes and activities will demonstrate students' engagement with advanced topics and their core knowledge of the course content. For their final project, students will select a product of interest and create a presentation that connects all course learning outcomes, showcasing their in-depth knowledge and supporting their topics with scholarly resources within the theme of health and well-being. **Example Discussion Board Question:**

	The Role of Natural Ingredients in Modern Cosmetics **Question:** Many consumers are increasingly interested in natural and organic ingredients in their cosmetics. Read the following article ([Natural Antioxidants from Plant Extracts in Skincare Cosmetics: Recent Applications, Challenges and Perspectives](#)) and discuss the benefits and potential drawbacks of using natural ingredients in cosmetic formulations. **Guidelines:** 1. **Initial Post:** Provide a well-researched response (200-300 words) discussing the benefits and potential drawbacks of natural ingredients in cosmetics. 2. **Response Posts:** Engage with at least two of your classmates' posts. Offer constructive feedback, ask questions, or provide additional insights based on your own research. **Considerations:** • What are some common natural ingredients used in cosmetics? • How do these ingredients compare to synthetic alternatives in terms of efficacy and safety? • Are there any regulatory or sustainability issues associated with natural ingredients? **Due Dates:** • Initial Post: [Insert Date].
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students will engage in identifying, describing, and synthesizing various approaches or experiences related to health and well-being. This will involve critically analyzing different perspectives and integrating them into a cohesive understanding. For example, during discussions and activities, students will explore diverse health practices and well-being strategies, comparing and contrasting their effectiveness and applicability in different contexts. **Lectures:** Each week of the course, there will be a lecture posted online to cover the module learning outcome(s). The lecture will contain scholarly resources as well as current updates from the FDA (if applicable). **Readings:** Scholarly resources will be provided to supplement course content and may be discussed in online discussion board responses. Discussion will be used to expand upon course content and build on already existing knowledge. All resources will be from the internet or OSU online library to ensure all students can access them for no charge. **Activities**: All activities will be fully online and will help student go beyond the provided materials and help students think from multiple perspectives.

	Quizzes:
	Quizzes will occur at the end of each module to assess student knowledge of the content. They will be used to ensure students are comprehending and engaging in course material.
	
	Activity Example:
	
	The Evolution and Cultural Significance of Cosmetics
	
	Objective: Students will investigate the historical evolution and cultural significance of cosmetics across different societies and time periods. This activity will help them understand how cosmetics have shaped and been shaped by cultural practices and societal norms.
	Instructions:
	   a) **Virtual Museum Exhibit**
	      i) Visit a virtual museum exhibit have created on the timeline of cosmetics. Interact with each exhibit to learn more about this time period.
	   b) **Analysis and Reflection:**
	      i) **Cultural Significance:** How cosmetics have been used to express cultural identity, social status, and beauty standards throughout history?
	      ii) **Evolution:** Reflect on the similarities and differences of cosmetics over time. Compare this to your own personal experience.
	
	Questions to Consider:
	How have cosmetics been used to convey cultural identity and social status throughout history?
	What are some of the most significant changes in cosmetic practices over time?
	How do modern cosmetic practices reflect or differ from historical and cultural traditions?

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	The course will also focus on demonstrating a developing sense of self as a learner. This will be achieved through reflection, self-assessment, and creative work. Students will build on their prior experiences to respond to new and challenging contexts. Through reflective journals, self-assessment exercises, and creative projects, students will continuously evaluate their learning journey, recognizing their growth and areas for improvement. Engaging in discussions with peers and the instructor via discussion board assignments will further enhance their ability to adapt and apply their knowledge in various situations. **Pre- course/post-course test:** Students will be provided a pre-course test with questions with content that will be covered over the entirety of the semester. They will not receive answers to incorrect responses. At the end of the course, students will take the same test, the post-course test. Students will be able to compare their pre-course and post-course tests to seed their growth over the semester.

	Discussions: Students will be able to reflect on the learnings of this course in discussion board posts. They will be prompts in these discussions to think about the content they have learned so far and how this content could have a direct effect on their health and well-being. Students will be able to see what their classmates have reflected on in these posts as well. **Final Project:** Students will, work on a final project related a topic to connect all course content. They will be challenged to use knowledge that is built through the course and demonstrate a developing sense of self as a learner. They will be given multiple creative delivery methods they can chose for this project to express creativity. Students will be provided a chance to review their peers project and respond with questions or thoughts. **Example of Final Project:** **Cosmetic Product Development** Students can work in teams to develop a new cosmetic product from concept to prototype. This project can include: **Formulation**: Creating a basic formula for their product (e.g., lip balm, moisturizer). Explaining ingredients for product use. **Branding**: Designing packaging and creating a brand identity. **Marketing Plan**: Developing a marketing strategy, including social media campaigns and advertisements. **Presentation**: Presenting their product to the class, simulating a pitch to potential investors.

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 *Engage in critical and logical thinking.*	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) *Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.*

| ELO 2.1 Identify, describe, and synthesize approaches or experiences. | Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.

Lecture
Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.

Reading
The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.

Discussions
Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide
information from sources they've found outside the lecture materials. In this way, they are able to
explore areas of particular interest to them and practice the skills they will need to gather information
about current events, analyze this information, and communicate it with others.

Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship. |
| ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. | Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.

Some examples of events and sites:
The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces |

| | Jazz-Age Montmartre, where a small community of African-Americans–including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I.
The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps
The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups. |

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	This course is designed to meet its goals and learning objectives by guiding students to explore and analyze health and well-being from various perspectives, including scientific, cultural, and personal viewpoints. Through a combination of theoretical frameworks, socio-economic analyses, scientific research, historical contexts, cultural studies, technological advancements, policy discussions, and personal reflections, students will gain a comprehensive understanding of health and well-being. Assessments such as discussions, quizzes, activities, and a final project will challenge students to critically evaluate these perspectives and apply their insights to real-world scenarios. **Lectures**: This course is created to provide multiple perspectives of cosmetic science with the focus of health and well-being. Students will learn about types of cosmetics, regulatory of products, historical uses, and current trends to provide broad knowledge on this topic. **Discussion Boards** Students will participate in online discussion boards to explore deeper knowledge of cosmetic science. These assignments will provide prompts that consider scientific, historical, cultural, and personal perspectives and support them with scholarly resources. **Activities**: These assignments will allow students to go beyond he courses material and analyze perspectives on a deeper level. Students will be able to connect perspectives to their own health and well-being.
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	Students will be encouraged to identify, reflect on, and apply strategies for promoting health and well-being throughout the course. Practical knowledge of cosmetic science and real-world case studies will be provided, enabling students to effectively interpret health information and develop personalized strategies. The course will focus on helping students analyze health and well-being on physical, career, and creative levels, fostering a holistic approach to personal

| | and community health. Through interactive activities and reflective assignments, students will be equipped with the tools and knowledge to promote health and well-being in their own lives and the lives of others.

Discussion Boards:
Discussions board assignment will include questions regarding promoting of health and well-being by prompting students to identify issues/stigma of products and apply what they have learned on recommend fixing it. They may go as far as to investigate as to why these issues/stigmas exist and deflect on how they have affected individual or societal health and well-being. Question will also be asked to allow students to reflect on how the course content has/will affect their health and well-being outside of classes.

Quizzes:
Students will be asked to reflect in some quizzes as a check in for the course. This will mostly be a free response question. For these questions students will be aske to reflect on the module and assignments as it connects to health and well-being.

Activities:
These assignments will reinforce the promotion of health and well-being by discussing and evaluating strategies. They will ask students to go beyond the content of the course and provide resources to support their own research.

Final Project:
Students will prepare a final project on a topic that applies knowledge from the course and shows that they can identify, reflect on, or apply strategies for promoting health and well-being. They will be able to defend their material with scholarly resources they found on their own and explain how this topic has promoted their health and well-being. |
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Course Learning Outcomes

Assignments	Learning Outcomes									
	1a	1b	1c	2a	2b	3a	3b	3c	4a	4b
Module 1										
Activities	x	x								
Quizzes	x	x								
Discussions	x	x	x							
Module 2										
Activities		x	x							
Quizzes	x	x								
Discussions	x	x	x							
Module 3										
Activities				x	x					
Quizzes				x	x					
Discussions				x	x					
Module 4										
Activities						x	x	x		
Quizzes						x				
Discussions						x	x	x		
Module 5										
Activities									x	x
Quizzes										x
Discussions									x	x